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AN INVESTIGATION OF SUCCESSFUL STRATEGIES
USED IN ELEMENTARY AND SECONDARY SCHOOLS
DESIGNED TO REDUCE VANDALISM

Presented to the
Graduate Faculty
University of Nebraska
at Omaha

In Partial Fulfillment
of the Requirement for the Degree
Specialist in Education

University of Nebraska at Omaha
by

Gerald Edward Ryan
April, 1979

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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska,
in partial fulfillment of the requirements for the degree
Specialist in Education, University of Nebraska at Omaha.

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G.E.R.

TO SOMEONE WHO ASKED NOTHING--AND GAVE
MUCH. MY LOVE AND RESPECT FOR ALL TIMES.

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INTRODUCTION

Vandalism in American schools is reaching epidemic proportions. There seems to be no simple answer to the question, "Why are American schools experiencing an upsurge in vandalism?" Vandalism has become an elusive problem which has thus far defied solution.

Investigating the scope of school vandalism, a Senate subcommittee recently concluded that vandalism costs have become staggering, and will continue to increase so long as Americans continue to avoid the total problem. School districts throughout the nation are being forced to allocate more and more of their educational resources to pay for the increasing costs of vandalism in their districts.

While vandalism costs continue to skyrocket, the major concern facing school administrators is how to eliminate or at least contain the upsurge of acts of vandalism. Reports from local, state and federal authorities indicate that almost all American school systems experience some form of vandalism. Almost everything in, on, near, part of, or belonging to a school, its staff, or its students may be vandalized.

Aside from the financial outlay from acts of vandalism, consideration must be given to the real losers from vandalism. These are the students in our schools. The total problem facing the school administrator involves much more than the

inconvenience of repairing or replacing the item or items damaged or destroyed by vandals. The major problem seems to be that of educating our students to respect property belonging to others. Before school officials and parents can solve the total problem of vandalism, a determined effort must be mounted to identify the vandal and to determine his or her motive(s) for pilfering, plundering, or destroying.

Statement of the Problem

One of the major problems confronting the school administrators of the 70's will be how to cope with, and reduce to the lowest possible level, the amount of vandalism occurring in his or her school. Failure to adequately address this problem could result in increased vandalism costs and diverting of educational funds from legitimate educational needs to increased outlays for repairs and/or replacement of items damaged or destroyed by vandals.

Statement of Purpose

The purpose of this study was to identify successful strategies used by school administrators in countering vandalism in their respective schools.

Basic Assumptions

For the purpose of this study, the following assumptions were made.

1. Vandalism takes place, to some degree, in every school in America.
2. All schools have some type of program designed to combat vandalism.

Limitation of the Study

For the purpose of this study, only selected (random sampling) numbers of Nebraska schools were surveyed to solicit present-day strategies used in countering vandalism.

Definitions

1. Vandal: one who willfully destroys or mars something of beauty.
2. Vandalism: willful or malicious destruction, or defacement of things of beauty or public or private property.

Significance of the Study

In light of the growing resistance of the American public to provide "blank check" financing of American education, it becomes important that monies appropriated for education be spent on legitimate educational necessities, rather than on expenditures for the repair or replacement of equipment or buildings damaged or destroyed by vandals.

Procedures

1. A thorough review of all literature pertinent to the subject was accomplished.
2. Because of time limitations and distance, approximately 75 Nebraska elementary and secondary school principals were sent a questionnaire for the purpose of identifying specific strategies being used to reduce vandalism.
3. The data compiled was analyzed and displayed in narrative form.

Organization of the Study

The study was physically organized in the following manner:

1. Chapter I includes the introduction, problem, purpose of the study, limitations, assumptions, definitions, significance of the study, procedures, and organization of the study.
2. Chapter II contains the review of related literature.
3. Chapter III displays the results of the survey.
4. Chapter IV contains the summary, conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

The fact is simple but stark: vandalism has become one of the major problems of our nation's schools during the past ten years. Less than two decades ago, vandalism was considered troublesome but hardly critical in American schools. Recently, however, the situation has changed and what was regarded as a nuisance has become a source of concern or even alarm for school administrators.

The financial crises faced by public school systems in many of our major cities have culminated in teacher strikes; early closings; cut backs in athletic programs and other types of extracurricular activities; and curtailing of programs for gifted, physically handicapped, learning disadvantaged, and learning disabled children.

In looking for areas in school budgets where funds could be more productively allotted, the amounts which must be spent each year for replacement of school property destroyed by vandals, for purchase of electronic alarm systems and other protective mechanisms, and for employment of security guards seems large indeed.¹

Large cities have always had a major problem of school vandalism, or so it has been thought, while moderate-sized

¹Peter C. Kratcoski, "The Crisis of Vandalism in Our Schools," U.S.A. Today, July, 1978, pg. 15.

cities or rural areas were thought to be relatively free of vandals and vandalism.

However, a recent assessment of losses to public schools as a result of vandalism over a six-year period revealed increases from a \$200 million annual figure in 1971 to a \$500 million estimate for 1973, and a \$600 million projection for 1977.

"The average cost per student nationally for vandalism, according to the 1977 report of the U.S. Senate Subcommittee to Investigate Juvenile delinquency, was set at between \$3 and \$4."²

The problem of vandalism does not belong exclusively to large cities or less affluent school districts. Schools voicing a concern over rampant violence and vandalism can be found in any city, suburb, or site isolation. In other words, no school system can afford to adopt a smug "we don't have a vandalism problem here" attitude. Each school dollar which is allocated to repair or replace items damaged or destroyed by vandals is one less dollar which can be used to further our educational objectives.

Vandalism Perspective

How serious is vandalism in our nation's schools today?

The high point of public interest in violence and vandalism came in 1975 with nationwide publicity calling attention to rising reports of widespread violence and vandalism in urban

²U.S. Department of Justice, Uniform Crime Reports for the United States (Washington, D.C.), Federal Bureau of Investigation, 1973, p. 55, cited by Peter C. Krotcoski, "The Crisis of Vandalism in Our Schools," U.S.A. Today, July, 1978, p. 15.

schools. Suburban schools were experiencing "isolated" incidents of violence, but vandalism was more characteristic of school crime in school districts outside of large urban areas.

The 1975 survey of administrators conducted for the National School Public Relations Association, indicated that vandalism costs most districts between \$1 and \$13.50 per student. These figures did not include the cost of security. The three largest districts--New York, Los Angeles, and Chicago--were paying \$12, \$14, and \$18.50 respectively to cover vandalism costs. The total cost for all three districts, \$31 million, reflected both their size (2.2 million students, 2,342 schools) and their need for security. The survey also revealed that the three largest districts were not experiencing the highest rate of vandalism per student. In a West Coast district of 55,000 students, the bill for vandalism, excluding security costs, was \$24 per pupil. In an Eastern district of 11,000 students, the cost for both vandalism and security was \$26 per student.³

Since the series of senate investigations in the 70's which addressed itself to violence and vandalism, more information has become available on the costs of vandalism in American school districts. Federal studies, however, did not follow with federal monies for combating violence and vandalism in our schools. The much publicized hearings of the Senate Subcommittee to Investigate Juvenile Delinquency, chaired

³Shirley Boes Neill, "Violence and Vandalism: Dimensions and Correctives," Phi Delta Kappan, January, 1978, p. 302.

by Senator Birch Bayh of Indiana produced only two comparatively small programs to assist schools directly in solving their vandalism and violence problems. Yet, the nationwide survey of 750 school districts between 1970 and 1973 demonstrated the necessity for immediate infusion of federal resources and monies to combat the alarming growth of violence and vandalism in school districts nationwide.

The statistics gathered by the Bayh Subcommittee were shocking. The subcommittee found that violence and vandalism in our schools affects every section of our nation and in fact, continues to escalate to even more serious levels. The preliminary subcommittee survey found that in three years between 1970 and 1973:

1. Homicides increased by 18.5 percent.
2. Rapes and attempted rapes increased by 40.1 percent.
3. Robberies increased by 36.7 percent.
4. Assaults on students increased by 85.3 percent.
5. Burglaries of school buildings increased by 11.8 percent.
6. Drug and alcohol offenses on school property increased by 37.5 percent.
7. Dropouts increased by 11.7 percent.⁴

The Bayh Subcommittee Report placed the annual cost of school vandalism at \$600 million. As a result of the Bayh Report,

⁴U.S. Congress, Senate Committee on the Judiciary Preliminary Report of the Subcommittee to Investigate Juvenile Delinquency Based on Investigation, 1971-1975, Our Nation's Schools--A Report Card: "A" In School Violence and Vandalism, 94th Congress, 1st Session (Washington: Government Printing Office, April, 1975, p. 4.

Congress mandated two studies to be undertaken--one by the National Center for Education Statistics (NCES) and one by the National Institute of Education (NIE).

The NCES study showed that the cost of repairing and replacing school property during the five-month period from September, 1974 to February, 1975, was an estimated \$89.7 million. Assuming similar costs for the balance of the year, the annual cost would be \$216 million. The NCES based its findings on information from 4,200 public school districts of varying sizes. It is the first official, scientifically conducted survey by the federal government of the actual cost of school crime.

The NCES also surveyed 8,000 public and private schools in 50 states and the District of Columbia on the extent of criminal offenses. The principal of each school was asked to provide data on the number of offenses in 11 specific categories that were both committed on school premises and reported to the police. The categories were rape, robbery, assault, personal theft, burglary, disorderly conduct, drug abuse, arson, bombings, alcohol abuse, and carrying weapons.

In all, the NCES survey shows that 280,703 offenses were reported to the police during the five-month period. Seventy-two percent of the offenses were reported by secondary schools, 28% by elementary schools. For every 1,000 pupils in membership, 5.99 offenses were reported to the police. At the secondary level the offense rate was 10.5 offenses per 1,000 pupils. At the elementary level it was 3.3 offenses per 1,000 pupils. The highest rate of reported offenses is attributed to schools in central cities.⁵

Another indication of the seriousness of school vandalism is the rising number of school fires.

In 1975, the latest year for which statistics are available, 26,900 fires caused estimated property losses of \$111 million, according to the National Fire Protection Association (NFPA). By comparison, an estimated 10,800 school fires occurred in 1969 costing \$53 million in damages; in 1971, 20,500 fires caused damages amounting to \$87 million.

⁵Neill, Op. Cit., p. 305.

The NFPA found, in analyzing 155 school fires in 1971 and 1972, that 76% were due to arson, 15.8% to faulty and misused equipment, and 8% to other causes. No such analysis was available for 1975, but the NFPA says generally that incendiary and suspicious fires continue to increase.⁶

What assistance has the federal government provided to school districts across the nation? At the federal level, two small programs started in 1976 to help schools fight crime. A \$12 million pilot program was begun by the Alcohol and Drug Abuse Education Program of the U.A. Office. Five regional training centers were established to provide in-service to local schools. Team members included an administrator, a teacher, a counselor, a school security officer, a representative of the local juvenile justice system, a community member, and a student.

In the first year, 81 schools and 565 team members were trained. Funds totaling \$2.8 million were allocated for the next two years to train teachers from 210 schools.

The other federal program is a \$2 million, 20-month program administered by the Teacher Corps. The main thrust of this program is to find ways to involve students, particularly disruptive and delinquent youths in reducing school violence and vandalism.

According to Senator Bayh and other experts in the field of school disruption and vandalism, the success of any approach in reducing violence and vandalism in American schools must be predicated on involvement--by students, teachers, parents,

⁶IBID., p. 306.

administrators, security personnel, and community members and organizations. Los Angeles security chief Green sums up the prevailing belief among experts in the field of violence and vandalism by stating that "vandalism and violence will continue until the people decide they have had enough."⁷

Factors in School Vandalism

In attempting to cope with vandalism the vast majority of American school systems have simply expanded their armories of anti-vandalism and anti-crime devices. Schools use patrol dogs, security men and women, shatterproof glass, alarm systems, television, roving patrols, and extensive lighting to name a few of many anti-vandal devices presently on the scene.

While these methods have been somewhat effective in reducing the monetary outlay for vandalism, they have not addressed the real problem of why vandalism is committed and what type of individual is responsible for acts of vandalism.

In a recent article on school vandalism, James L. Howard of the Cobb (Georgia) School System proposed several typologies of vandalism. These include:

1. Predatory: Motive appears to relate to material gain for the participant.
2. Vindictive: Motive seems to be an expression of anger, frustration, or hostility toward a person, persons, or institution.
3. Wanton: Motive appears to be without reason,

⁷IBID., p. 307.

and the property damaged has no relationship to the perpetrator.⁸

Although there has been little research on the general characteristics of a vandal, several authors have provided a generalized description of the "typical" vandal.

1. Sex: Although many factors on vandalism are subject to considerable controversy, the findings are undisputed that vandalism is almost exclusively a male activity. Statistics of recent years from local, state, and national juvenile delinquency and police records indicate that over 90% of vandalism related arrests and convictions are adolescent boys.
2. Age: The middle school or junior high school is the age group with which most vandals have been identified. Ellison (1973) stated that youths in the age range 11 to 16 are most likely candidates for participation in vandalism.
3. Socioeconomic Level: Authorities have often disagreed on the relationship between socioeconomic factors and vandalism. Using official records of 1132 Oregon male sophomores, Frease (1973) reported no connection between social class based on fathers occupation and delinquency.
4. Race: Studies relating to the percentage of racial composition and association of high vandalism was highly debatable. Several studies have shown that the juvenile vandal was likely to be caucasian, but these data were a result of statistical input being gathered in school districts which contained a large (70% or more) white population.
5. Academic Achievement: It has been adequately documented that there is a high correlation between delinquent youths and educational deficiency. Research has suggested that, by

⁸M. Martin, Juvenile Vandalism: A Study of Its Nature and Prevention, Springfield, Illinois: Charles C. Thomas, 1961. Cited by James L. Howard, "Factors in School Vandalism," Journal of Research and Development in Education, Vol. 11, No. 2, 1978, p. 53.

failing to meet the needs of some students, the schools themselves are contributing to vandalism.

6. Student: The most significant finding by Ellison (1973) concluded that the vandal showed a lack of close involvement with the object damaged. Studies further indicated that vandalism was a result of revenge or need for peer acceptance on the part of the vandal.
7. Curriculum: The deficient curriculum was cited by Frease (1973) as a contributing factor in student vandalism. The student who felt uninvolved in the curriculum was reported by Goldman (1971) as having poor identification with the school. Poor identification with the school was associated with high damage facility.⁹

One of the major points brought out by research addressing vandal characteristics was that research of this type is still generally in its infancy. If progress is to be made, delinquent behavior must be treated diagnostically. Most of the research on school vandalism tends to address or emphasize immediate solutions of a temporary nature. Diagnosis of the entire vandalism problem to include the nature and causes of vandalism is necessary in order to reduce the monetary impact of vandalism on American schools.

Vandalism Causes

Explanations for the ever-increasing amounts of school vandalism are many and varied. Each element in society seems to blame another part of society for the failure to contain student destruction of our schools. Some researchers suggest that poor parenting by working mothers and fathers who are

⁹James L. Howard, "Factors in School Vandalism," Journal of Research and Development in Education, Vol. 11, No. 2, 1978, p. 60.

not aware of what their children are doing during and after school is a major reason for increased school vandalism. Others suggest that a societal lack of concern or respect for public property has been a major reason for increasing acts of vandalism. Failure of school officials to take prompt and effective action against identified vandals has also been a major reason or encouragement for increased vandalism. Also, the apparent unwillingness of juvenile judges to order severe punishment for convicted vandals appeared to encourage rather than to discourage vandal activity. Finally, some educators have blamed the schools for their inability to instill feelings of loyalty and pride in the student, thus negating or at least reducing the monetary impact of vandalism in the school. In a recent article, J. J. Tobias found a high amount of family discord in the family of vandals he studied,¹⁰ and the U.S. Senate Subcommittee to Investigate Juvenile Delinquency heard testimony that the areas which suffer the greatest amount of vandalism are characterized by high youth unemployment and little recreational opportunity.

Other major causes of vandalism according to Neill are:

1. Deterioration of American cities, leading to white flight to the suburban areas.
2. Separate racial zones often resulting in poverty alongside of affluence.
3. Increasing youth hostility and alienation against established authority.

¹⁰J. J. Tobias, "Suburban School Vandalism--A Growing Concern," Journal of Police Science Administration, March, 1977, pp. 112-114.

4. Educationally starved homes and schools.
5. Little, if any, parental supervision in the home.
6. Devastation and school destruction wrought by intruders, many of whom were former students who had been expelled or suspended.¹¹

A House Subcommittee report published in 1973 concluded: "Drug abuse has advanced to such a degree that it menaces the health of every child in the nation." In the April, 1975, hearings, the Senate Subcommittee heard accounts of how drug abuse and school vandalism and violence go hand in hand.

The issue of the effects of drugs is still highly controversial. Yet, a Bellevue, Washington, psychiatrist told school security directors that he believes some drugs or combinations of drugs actually promote aggressiveness and violence; and the struggle to get, control, and sell drugs such as heroin results in violent acts by all parties concerned.¹²

Perhaps the most popular reason given for continued violence and vandalism in American schools is the decline of discipline. A 1978 Gallup Poll of public attitudes toward public schools once again listed the lack of discipline as the major problem facing schools. The problem of discipline in American schools has been cited as the number one problem in American education for the ninth time in ten years. Crime and

¹¹ Shirley Boes Neill, "Causes of School Violence and Vandalism," The Education Digest, April, 1976, p. 6.

¹²IBID. p. 7.

vandalism in schools were ranked ninth in order of priority of problems facing our schools.

The schools themselves must be faulted for current problems of violence and vandalism, according to NEA president, James Harris:

The major causes of vandalism include depersonalization, alienation, out-moded discipline practices, racial hostility, and the increased use of violence in society and the world as a means of solving problems. The increasing dependency on short-range measures, such as corporal punishment, suspension or expulsion, police in schools and detention/isolation, can be particularly defeating. Schools which rely on traditional methods of school discipline in isolation are traveling on a different path than young people today, and the gap between the institution and the students is widening because communication in such situations become virtually impossible.¹³

Also, there are many experts in the area of vandalism and violence who feel that the major cause of repeated violence and school damage centers around society's lack of determination in dealing with youthful offenders. According to Richard Green, security chief of the Los Angeles city schools, "We fail not only the individual, but the group by not making the kids see that they will be punished for their acts."¹⁴

Solutions

School vandalism is a complicated and disturbing phenomena. Continued attacks on our school facilities by vandals cannot be tolerated legally nor supported financially. In this day

¹³IBID, p. 8.

¹⁴IBID, p. 9.

of public displeasure with costs of school financing, a method or methods must be found to eliminate or at least contain acts of vandalism. Adult responses to vandalism range from punitive and purchase of even-stronger security devices to excuses that students are simply acting out of the new morality prevalent in our television-oriented, permissive society.

In his report on school violence and vandalism, Senator Birch Bayh summed up the futility of confronting violence and vandalism with strictly legislative solutions. He said:

"We should be aware that promises to resolve violence and vandalism in schools defined only in terms of legislative enactments, whether on the federal, state, or local level, create false hopes, because of the nature of these problems, the diversity of their origins, and the intricacies of human behavior. I believe that the principle ingredient in successful efforts to reduce violence and vandalism is not more and more laws but the active involvement of the education community in a range of thoughtful and balanced programs."¹⁵

In the Senate Subcommittee report prepared under Bayh's directorship entitled, "Challenge for America's Third Century: Education in a Safe Environment," Bayh outlines the kinds of locally based programs which he feels could help prevent school violence and vandalism. These approaches appear to be based on the premise that Americans should confront the problem of violence and vandalism not by turning our schools into armed fortresses, but rather by utilizing educationally those strategies that can succeed in enriching the classroom environment and creating the kind of atmosphere in which education can

¹⁵Senator Birch Bayh, "School Violence and Vandalism: Problems and Solutions," Journal of Research and Development in Education, Volume 11, No. 2, 1978, p. 301.

flourish. Towards this end, Bayh suggested the following positive approach to the problem of confronting violence and vandalism:

1. Community education and optional alternative education programs.
2. Codes of rights and responsibilities.
3. Curriculum reform.
4. Police/school/community liaison arrangements.
5. Inservice and preservice teacher-preparation courses.
6. School security programs.
7. Counseling and guidance strategies.
8. Architectural and design techniques.
9. Student and parental involvement programs.
10. Various alternatives to suspension.¹⁶

Some authors have suggested that there are really two general approaches which can be utilized in controlling school vandalism. The first strategy is the deterrence approach. This involves the use of security measures, swift and sure identification and punishment of vandals, and threats of court action or expulsion from school for those students who are detected committing acts of vandalism. The second strategy involves diagnosis approach in which efforts are made to identify the causes of destructive activity and to develop programs that may help prevent future vandalism.

A deterrence approach, adopted by the Citizens Advisory Committee for the South Area of Dade County, Florida, included

¹⁶IBID, p. 301.

the following measures/recommendations designed to contain vandalism:

1. Additional security patrols were added to inspect school facilities.
2. Stronger anti-trespassing and anti-loitering laws were passed.
3. All school buildings were considered for silent alarm systems.
4. New school buildings were designed to have windows facing an enclosed courtyard.
5. Window guards were installed in older school buildings.
6. An emergency telephone number was distributed to persons living near the school.
7. Communities passed and enforced financial responsibility laws that mandate that parents pay for damage by vandals.¹⁷

Many different "gadgets" have been developed for use by schools in detecting and negating, at least to some degree, the acts of vandals. In some areas of the United States schools bear a resemblance to San Quentin Prison. High-wire fences, guard dogs, live-in trailer watchers, prison-type lighting systems, television cameras both in and outside of the building, weapon detection kits, and armed security officials have all been observed in various schools nationwide.

Once school officials decide to adopt a security system (deterrence approach), they are faced with tailoring that particular system to meet the needs of that school. In some parts of the United States, school districts have hired a design

¹⁷Edward W. Reichbach, "Seven ways--Learned First Hand--to Reduce School Vandalism," The American School Board Journal, August, 1977, p. 71.

engineer to design an entire security system. Charles Schnabolk, in an article in Nation's Schools, described some of the more sophisticated equipment being used by school districts nationwide. These include:

1. Silent alarms: the tape deck/telephone dialer, a small self-contained unit, is activated by an intrusion detector. A recorded message automatically dials pre-selected numbers and describes the location.
2. Audible alarms: A small siren with a high-pitched sound (sound wave of 100 decibels) used either inside or outside of a school.
3. Space detection alarms: An interior intrusion alarm which can be microwave (reflects the signal back to a sending unit), ultrasonic (sends out a signal and reads a change in frequency), passive infrared (reacts to "heatwaves"), audio (Monitors movement and converts a preset sound level into an alarm), and closed-circuit television (CCTV) which monitors exits and entrances.¹⁸

According to Neill, vandalism deterrence programs usually fall into one of four categories:

1. security systems
2. counseling services
3. curricular and instructional programs
4. organizational modification

Essentially, the security approach is a "hardware" and police approach, while the other three methods offer ways to change the school, the school's atmosphere, or the student, teachers, and parents.

The success of the approach depends, to a large degree,

¹⁸Charles Schnabolk, "Safeguarding the School against Vandalism and Violence," Nation's Schools, XCIV, August, 1974, p. 29.

on the person who directs it. A common thread seemed to be that many people are involved--students, teachers, security personnel, administrators, and community members.¹⁹

The problem of vandalism in American schools is closely allied to many other ills surfacing in our seemingly "careless" society. Cheating in our schools, violence, crime, both in and out of our school environment, political corruption, loose moral standards, permissiveness, greed, and poverty seem to be increasing rather than diminishing.

What may be needed is a general change of attitude in our society. A rebirth of moral and spiritual values, together with a general responsibility on the part of all Americans for all property, personal and private, has to become a reality before school officials can be expected to make significant gains against vandals in our schools.

Although few Americans feel that vandalism can be totally eliminated, the financial considerations mandate that immediate action be taken to control the amount of damage being done in every school in every town, city, and village in our country. Vandalism must be controlled by tailoring our efforts to the characteristic of the offenders. A combination of diagnostic and deterrent action seems to offer the best long-term solution for coping with the total problem of vandalism in America.

¹⁹Neill, op. cit., p. 307.

CHAPTER III

METHOD OF RESEARCH

The extensive review of literature on vandalism accomplished in Chapter II portrays the excessive amount of vandalism which has confronted most school administrators in the 70's. In order to display the extent of vandalism in schools throughout the state of Nebraska, the author utilized a questionnaire to seek general information from 75 school administrators throughout Nebraska (see Nebraska map--Appendix D). The material and tables included in this chapter portray the extent of vandalism in selected Nebraska schools--as visualized and reported by the respective school administrators.

A letter, together with a questionnaire (see Appendix A and Appendix B), was sent to 75 school administrators on January 31, 1979. Administrator response was superb, with only five follow-up letters required to elicit a 100 percent response, although a number of school administrators refrained from answering all questions on the questionnaire. All questionnaires were returned, and although school responses will not be discussed on an individual basis, a list of the participating schools can be found in Appendix D. The information gathered as a result of the survey will be discussed throughout the remaining portion of this chapter.

A Compilation and Evaluation of Data Received From 75 Randomly
Selected Schools Located Throughout the State of Nebraska

One of the very real concerns to school administrators nationwide is how much money is being expended to repair and/or replace the facilities or equipment damaged or destroyed by vandals.

To foster a belief that "it can't or won't happen here" can be dangerous. In some school districts throughout our nation the retention or dismissal of a school administrator has been based solely on his or her ability to contain acts of vandalism. Unfortunately, some administrators have chosen to submerge vandalism costs under "normal maintenance" or "routine replacement." By employing or endorsing such a program, these administrators not only risk the loss of credibility but also encourage the vandal to continue his activities unimpeded and unpunished.

In order to assess the various vandalism programs utilized by Nebraska schools, a random survey was initiated. An initial determination was made to ascertain if the schools surveyed had a written vandalism prevention program incorporated with their respective school curriculums. The responses are contained in Table 1.

The data in Table 1 revealed that over 90 percent of the schools surveyed did not have a written vandalism protection program incorporated within their school program or curriculum. At the outset it might appear that the schools surveyed had decided that a written program was not needed in their respective

TABLE 1

DOES YOUR SCHOOL HAVE A VANDALISM PREVENTION
PROGRAM INCORPORATED WITHIN THE SCHOOL CURRICULUM?

A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

Does Your School Have A Vandalism Prevention Pro- gram Incorporated Within The School Curriculum?	Number of Schools Responding
Yes	7
No	<u>68</u>
TOTAL	75

schools, but it is also probable that while the vast majority of the schools did not maintain a written vandalism protection program, some type of unwritten, word-of-mouth program had been initiated.

Table 2 provides a summary of the percentage of schools which maintain permanent records on all cases of vandalism occurring in the schools surveyed.

Analysis of Table 2 shows that over 60 percent of the schools surveyed maintain some type of permanent record on cases involving vandalism. The fact that so few schools surveyed maintained a written vandalism prevention program (Table 1) seems somewhat inconsistent with the number of schools who reported that records are kept on all cases involving vandalism. In other words it appeared that administrators surveyed might be more interested in maintaining records of

TABLE 2

DOES YOUR SCHOOL MAINTAIN PERMANENT RECORDS
ON ALL CASES INVOLVING VANDALISM IN YOUR SCHOOL?

A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

Does Your School Maintain Permanent Records on All Cases Involving Vandalism In Your School?	Number of Schools Responding
Yes	46
No	28
No Answer	<u>1</u>
TOTAL	75

what happened rather than to initiate a written program designed to reduce vandalism.

The data addressing working hours of schools custodians (as a possible deterrent to the acts of vandalism) are presented in Table 3.

TABLE 3

DO CUSTODIANS IN YOUR SCHOOL WORK ON A
STAGGERED WORK SCHEDULE?

A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

Do Custodians in Your School Work on a Staggered Work Schedule?	Number of Schools Responding
Yes	44
No	28
No Answer	<u>3</u>
TOTAL	75

An analysis of the data in Table 3 indicates that one third of the schools surveyed place some priority on a staggered custodial work schedule, which may be designed to reduce or to at least deter acts of vandalism.

Authors, who are considered to be experts in the area of school vandalism, have indicated that the presence of people in the school environment after hours, whether in a custodial or educational role, seems to inhibit acts of vandalism during that period.

The data addressing the respective schools anti-loitering policy are presented in Table 4.

TABLE 4

DOES YOUR SCHOOL HAVE AN ANTI-LOITERING POLICY?

A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

Does Your School Have An Anti-Loitering Policy?	Number of Schools Responding
Yes	46
No	27
No Answer	<u>2</u>
Total	75

The data in table 4 revealed that approximately two-thirds of the schools surveyed have some type of written policy addressing loitering in or on school grounds. The fact that a large percentage of the schools do have a policy on loitering may indicate that most schools have had problems with "intruders" within the school environs at one time or another.

A number of schools surveyed stated that loiterers (either during or after school hours) were responsible for a major portion of the vandalism committed at that school.

The data addressing the use of an intrusion alarm system by the surveyed schools are contained in Table 5.

TABLE 5

DO YOU USE ANY TYPE OF INTRUSION ALARM SYSTEM
IN YOUR SCHOOLS?

A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

Do You Use Any Type Of Intrusion Alarm System In Your School?	Number of Schools Responding
Yes	2
No	72
No Answer	<u>1</u>
TOTAL	75

The data of table 5 clearly indicated that the vast majority of the schools surveyed did not utilize intrusion alarm systems in their respective schools. The fact that over 95 percent of the schools did not have an alarm system within their school environs should not lull the reader into the conclusion that these schools do not or will not have a substantial amount of vandalism in their schools.

Many schools have not installed intrusion devices simply because of the high cost. Other schools feel that intrusion devices are simply "gadgets," and will only require needless amounts of money for upkeep and replacement.

Finally, not all administrators are willing to admit that they may need an alarm system, since such an admission might be viewed by a superintendent or a board member as an inability on the part of the administrator to control vandalism in his or her school.

Data addressing the use of perimeter fences by surveyed schools are contained in Table 6.

TABLE 6

DO YOU HAVE AN OUTER (PERIMETER) FENCE
AROUND YOUR SCHOOL BUILDING(S)?

A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

Do You Have an Outer Perimeter Fence Around Your School Building?	Number of Schools Responding
Yes	3
No	<u>72</u>
TOTAL	75

According to the data in Table 6, an overwhelming number of schools (approximately 96 percent) do not have any type of perimeter fence around their school building(s).

Several school administrators surveyed indicated that they felt strongly that fences do not deter vandals, and in fact actually present more of a "target."

Data addressing the utilization of a written key control policy by surveyed schools are contained in Table 7.

Data in table 7 clearly indicated the concern among administrators surveyed for some type of written key control policy

TABLE 7

DO YOU HAVE A WRITTEN KEY CONTROL POLICY FOR YOUR SCHOOL?

A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

Do You Have A Written Key Control Policy For Your School?	Number of Schools Responding
Yes	31
No	<u>44</u>
TOTAL	75

within their schools. The fact that less than 50 percent of the schools have a written key control policy is not particularly alarming, since a number of responding schools indicated that while they did not have a written policy concerning key control, they did have a word-of-mouth key policy which was stressed at faculty meetings.

Data addressing the use of security personnel either inside or outside of the school building are contained in Table 8.

Only two schools reported the use of security personnel within or outside of their school buildings. While many schools in large urban areas have utilized the services of security personnel in and around school buildings, it appeared that the Nebraska schools surveyed did not feel either the need for special security personnel, or that the additional costs involved in hiring security personnel were warranted.

Several of the schools surveyed indicated that they do have the school buildings checked by local police or sheriff's personnel.

TABLE 8

DOES YOUR SCHOOL HAVE SECURITY PERSONNEL ASSIGNED
EITHER INSIDE OR OUTSIDE OF THE SCHOOL BUILDING?

A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

Does Your School Have Security Personnel Assigned Either Inside or Outside of Your School Buildings?	Number of Schools Responding
Yes	2
No	<u>73</u>
TOTAL	75

Table 9 is a display of the problem of seeking restitution
from convicted vandals.

TABLE 9

DOES YOUR SCHOOL SEEK RESTITUTION
FROM CONVICTED VANDALS?

A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

Yes	9
No	62
None of Your Business	1
No Answer	<u>3</u>
TOTAL	75

Data in table 9 clearly indicated that an overwhelming
number of schools surveyed do not seek restitution from
convicted vandals. However, experts in the field of vandalism

are in general agreement that one of the most important parts of an effective vandalism prevention program is applying pressure to the vandal and his or her parents to pay for damage done as a result of vandalism. It is especially important, according to experts, that the vandal, once convicted, realizes that further acts of vandalism will be punished and that restitution will be sought by the school district.

TABLE 10

DOES YOUR SCHOOL MAINTAIN A REPORTING PROCEDURE FOR
REPORTING FIRE, THEFT, OR VANDALISM?

A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

Does Your School Maintain A Reporting Procedure for Fire, Theft, or Vandalism?	Number of Schools Responding
Yes	30
No	44
No Answer	<u>1</u>
TOTAL	75

As shown in Table 10, less than half of the schools surveyed indicated that they had some type of procedural report to initiate in the event of fire, theft, or acts of vandalism. One of the major difficulties in investigating arson, theft, or other acts of vandalism is the fact that limited documentation has been accumulated to support further investigation.

Written records containing the time the event happened, who was present, what actually happened, witnesses statements, and other pertinent information is a necessity if further

investigation of the incident is deemed necessary.

The extent of use of outdoor lighting around the school facility during hours of darkness is shown in Table 11.

TABLE 11

DOES YOUR SCHOOL USE OUTSIDE LIGHTING AROUND
SCHOOL BUILDINGS DURING HOURS OF DARKNESS?

A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

Does Your School Use Outside Lighting Around School Build- ings During Hours of Darkness?	Number of Schools Responding
Yes	68
No	6
No Answer	<u>1</u>
TOTAL	75

Data in table 11 pointed out that the overwhelming majority of schools surveyed have some type of outside lighting system for use during hours of darkness. The majority of the schools surveyed indicated that outside lighting served as a major deterrent to vandalism. Police or other persons driving past the school buildings could observe individuals in the school vicinity more easily if the outside lighting was in use, and the dark corners outside the school building were no longer used as "meeting places" by students during the hours of darkness.

Table 12 asked school administrators whether they thought vandalism in their school was increasing or decreasing.

TABLE 12

ARE ACTS OF VANDALISM INCREASING OR DECREASING
DURING THE SCHOOL YEAR 1978-79?

A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

Are Acts of Vandalism Increasing or Decreasing During the School Year 1978-79?	Number of Schools Responding
Increasing	10
Decreasing	31
Unknown	20
No Answer	<u>14</u>
TOTAL	75

It would appear that Table 12 provides some of the most interesting data accumulated in the survey. The results appear to suggest that a number of school administrators either do not have a "handle" on the amount of vandalism taking place in their respective schools during 1978-79, as evidenced by the "unknown" response given by twenty schools, or that school officials have not considered whether acts of vandalism are increasing or decreasing, as indicated by 14 "no answers." In any case, the responses seemed to indicate that almost 50 percent of the schools surveyed did not, or could not, determine if vandalism was becoming more or less of a problem in their school.

Table 13 data addresses the items in the school environs most often damaged by vandals.

TABLE 13

WHAT ITEMS ARE MOST OFTEN DAMAGED
BY VANDALS IN YOUR SCHOOL?

A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

What Item Is Most Often Damaged by Vandals in Your School?	Number of Schools Responding
Broken Windows	26
Damage to Restrooms	20
Damage to School Desks	9
Damage to School Walls	7
Damage to School Lockers	5
Damage to School Doors	4
Damage to School Vehicles	<u>4</u>
TOTAL	75

Data included in Table 13 supports other vandalism studies which have shown windows and restrooms to be the most-often-damaged items in the school environs.

The data contained in Table 14 clearly indicates that most schools surveyed made little effort to educate either students or parents concerning the costs of vandalism to the school district. One of the first steps in reducing vandalism in any school system according to the experts is to generate an education program designed to enlighten both students and parents on monies being spent to repair property damaged or destroyed by vandals.

TABLE 14

DO YOU HAVE A PROGRAM DESIGNED TO EDUCATE STUDENTS
AND PARENTS ON THE COSTS OF VANDALISM?A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

Do You Have a Program Designed to Educate Stu- dents and Parents on the Costs of Vandalism?	Number of Schools Responding
Yes	5
No	69
No Answer	<u>1</u>
TOTAL	75

Several school districts in California have initiated programs which include art programs depicting how vandals spoil the beauty of a school, essay contests on ways to eliminate vandalism and student-to-student programs designed to maximize peer pressure in reducing vandalism.

Data of table 15 discusses the attitude of administrators concerning federal funding to reduce vandalism.

TABLE 15

DO YOU FEEL THAT ADDITIONAL FEDERAL FUNDING IS NECESSARY
TO ASSIST IN DEVELOPING A STRONG ANTI-VANDALISM PROGRAM?A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

Do You Feel that Additional Federal Funding Is Necessary To Assist In Developing a Strong Anti-Vandalism Program?	Number of Schools Responding
Yes	3
No	63
No Answer	<u>9</u>
TOTAL	75

The majority of the school administrators surveyed in Table 15 concerning the question of federal aid for diminishing vandalism felt strongly that the problem of vandalism was a local problem and that it should be solved without federal dollars or federal intervention. Overall the respondents indicated a particular "distaste" for what they perceive would be federal dollars accompanied by an equal amount of federal interference. Several administrators were in favor, however, of federal funds for large, urban school districts who require added resources to initiate a program to counter acts of vandals.

School administrators were requested to list the single most important element in preventing vandalism; this data is presented in Table 16.

The data of this table provides an interesting overview of what school administrators feel are some of the most important deterrents to vandalism. The results indicated that values, discipline, and student respect play a major role in reducing the amount of vandalism in a school.

It is significant (at least to the author) that not one administrator mentioned the need for a good curriculum or an outstanding academic program as a major deterrent towards vandalism. Experts on vandalism throughout the nation are in general agreement that good academic programs which interest and stimulate students are very effective in increasing school pride and in reducing the amount of academic frustration on the part of the student. This frustration in the classroom can often lead to "get even" acts of vandalism on the part of the frustrated student.

TABLE 16

WHAT DO YOU FEEL IS THE SINGLE MOST IMPORTANT ELEMENT
IN PREVENTING VANDALISM IN YOUR SCHOOLS?

A Survey of 75 Randomly Selected Schools
Located Throughout Nebraska

What do you Feel is the Single Most Important Element in Preventing Vandalism in our Schools?	Number of Schools Responding
Student Respect	15
Discipline	11
Values	9
Supervision	9
Parents	8
Good Communication	5
Law Enforcement	4
Strict Security	4
Strong School Board	3
Luck	3
Established Policies	3
One Eight-Foot Long Python	<u>1</u>
TOTAL	75

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This portion of the study will address itself to a summary and analysis of the data contained in Chapter III as well as an overview of the review of literature in Chapter II. Finally, the recommendation portion of the chapter will address itself to a list of vandalism strategies which can be used by any school seeking to reduce or deter acts of vandalism.

A careful examination of the information supplied by the 75 participating schools appeared to indicate, for the most part, that schools surveyed did not consider vandalism a major problem. A majority of school administrators reported that they did not have any type of vandalism prevention program in their school (Table 1). Also, a very large percentage of the reporting schools stated that they did not use either perimeter fences or intrusion alarm devices to deter vandal entrance into the school grounds or facilities (Tables 5 and 6). Additionally, most schools reported that they did not have a program designed to educate faculty and students on the costs of vandalism (Table 14). Responding schools for the most part, did not utilize the services of security personnel in or around school buildings (Table 8). Finally, the vast majority of administrators surveyed indicated a particular distaste for using federal funds to counter acts of vandalism.

While the initial review of data gathered as a result of the survey appeared to indicate that most schools were not generally concerned with acts of vandalism in their respective schools, an in-depth analysis of the surveyed data revealed that most schools did have at least an informal anti-vandalism program. For example, most schools surveyed did maintain either a written or non-written policy on key control within their school (Table 7). Administrators surveyed utilized some type of outside lighting (Table 11), and the majority of schools had a written anti-loitering policy (Table 4). School officials appeared to recognize the value of having a staggered work schedule for custodians (Table 3) as a deterrent to after-hour vandalism. Also, a large percentage of the schools reported that they did maintain written records on acts of vandalism in their schools (Table 2).

The fact that many administrators acknowledged that they did utilize specific policies and procedures to counter potential acts of vandalism was commendable. In many cases schools reported that, while they did not have a written policy per se on a particular vandalism strategy, they did in practice enunciate unwritten policies at staff meetings throughout the year.

The final portion of the survey that provided additional insight into the problem of vandalism throughout Nebraska was contained in Table 12. This table addressed itself to the question of whether vandalism was increasing or decreasing in the surveyed schools. The author thought it very significant that more than one-third of the schools responding either did

not know if vandalism was increasing during the school year 1978-79, or refrained from answering the question completely. The lack of response by the surveyed schools might suggest to the reader that some administrators, instead of acknowledging a growing vandalism problem and determining adequate strategies, simply chose to ignore the problem. Certainly there is no school in Nebraska, and for that matter in America, that does not have some vandalism, however limited.

Conclusions

The results of the vandalism survey seemed to point out that most of the administrators were not overly concerned about the problem of vandalism in their respective schools. Only a small percentage of the responders indicated that vandalism was increasing in their schools, while a smaller percentage reported that they were unaware of whether vandalism was increasing or decreasing. It might appear to the reader, after reviewing the survey, that Nebraska, unlike many other states, is an exception to the national trend toward increasing vandalism. This seemed to be borne out by the survey, but perhaps the most important point which was made in the survey was that Nebraska school administrators appeared aware of the potential for increased vandalism. Many of the schools surveyed indicated that the smallness of their community, coupled with an awareness of what was going on in the total community, negated or reduced the probability of acts of vandalism. Other administrators pointed out that Nebraska was conservative in outlook and the possibility of big-city destruction due to student acts of

vandalism was considered remote.

A thorough review of the data indicated that, for the most part, Nebraska schools are not concerned with utilization of the myriad of sophisticated devices employed by large urban school districts. Student identification passes and intrusion alarm devices were not necessary, according to most Nebraska administrators. Most schools surveyed appeared to be geared more toward an informal, word-of-mouth program to counter vandalism. According to the survey, Nebraska school authorities relied on traditional strategies in attacking the problem of vandalism. Schools in Nebraska appeared to stress school pride and student involvement in school activities, in lieu of security personnel or sophisticated monitoring equipment.

Based solely on the data provided by the survey, the author concluded that the development of specific strategies to counter vandalism was a very low priority for the majority of the administrators surveyed. It was concluded that a large percentage of the schools felt that vandalism was a "big city," urban school problem which could never reach epidemic proportions in Nebraska.

The fact that the majority of the schools surveyed appeared to be disinterested in the development of a sound vandalism prevention program could prove to be dangerous, expensive, and particularly damaging in this day of Proposition 13's, fund limitations and increasing educational outlays. There is no school in Nebraska that can afford to

divert funds from educational projects to pay for increasing costs of vandalism. Vandalism prevention is a long-term, education process, which cannot be taken lightly. Potential acts of vandalism can and must be eliminated by planned actions and programs initiated on a day-to-day basis.

Finally, the most disturbing part of the survey was the portion which addressed restitution from convicted vandals. Almost 90 percent of the schools surveyed (Table 9) indicated that they did not seek restitution from convicted vandals.

A California district recently adopted the following procedure for recovery of losses due to vandalism when the vandal had been identified as a student:

1. The entire amount of the vandalism is calculated, including the salaries of clean-up personnel, extra security guards and staff investigation time.
2. The responsible adult (most likely the parent of the minor responsible for vandalism) is sent a letter outlining the child's responsibility, the fact that it appears to be clear that the adult is liable for the damages and the district's intent to recover these damages. The adult is asked to get in touch with a district official to discuss repayment.
3. If no word is received from the adult, the district officials confer with the local county counsel's office (which provides legal services to the school district) to start preparation of legal papers.
4. A final letter is sent to the adult, stating that the district intends to take legal action if no reply is received promptly.
5. If no response is received, a civil suit is filed against the adult.

6. Suspension or expulsion of the vandal is used as a back-up measure.²⁰

Recommendations

This portion of the chapter will address specific strategies which have been utilized by schools nationwide to eliminate or reduce acts of vandalism in American schools. While the Nebraska schools surveyed did not, as a group acknowledge a serious vandalism problem, the successful school administrator will initiate a preventive rather than a reactive program to counter vandalism in his or her school. Towards this end, the following strategies should be considered by schools interested in reducing the cost of vandalism in their districts.

Specific strategies include:

1. Utilization of a written school policy which outlines specific goals and objectives designed to reduce vandalism in the school.
2. Establishment of a written school policy which limits access to unauthorized school visitors.
3. Establishment of cooperative programs with the local police and sheriff's department for monitoring after-school-hour's activities.
4. Use of outside perimeter fences to limit access to school areas.
5. Use of intrusion alarm devices in high risk areas of the school.
6. Use of translucent fiberglass (plastic) to replace broken windows.

²⁰National School Public Relations Association, Violence and Vandalism--Current Trends in School Policies and Programs. (Arlington, VA, National School Public Relations Association, 1975), p. 16.

7. Implementation of a vandalism awareness program in the school and in the community.
8. Controlled storage of high-risk items in safes or vaults.
9. Marking of high-risk items for ready identification in the event of theft.
10. A written key control policy designed to limit the number of people who have access to the school.
11. Maintain a well-lit and cool (62 degrees) restroom area.
12. Keep shrubbery below window level.
13. Maintain a good police-school liaison program.
14. Maintain security surveillance both inside and outside of the school.
15. Repair acts of vandalism immediately to preclude "imitation."
16. Use dawn-to-dusk lights, particularly in "hidden areas" of the school.
17. Maintain a rotating work schedule for custodians.
18. Institute judicial action to assure that the maximum amount of money is recovered from convicted vandals.
19. Involve students in vandalism-prevention programs.
20. Secure flammables against possible use as arson weapons.
21. Maintain a written report form for use by school personnel in reporting acts of vandalism.
22. Use cash reimbursement by the school district to schools who maintain a vandalism-free school.
23. Use student I. D. cards (with picture) to identify students.
24. Announce a "no cash" in schools after-hour policy.

Finally, the most important strategy which a school can employ to limit or eliminate the amount of vandalism in the

school is to assure that the school curriculum is continually evaluated and revised to meet student needs. Good teaching builds individual interest and school spirit, which in turn produces a feeling of ownership on the part of the student. A satisfied student will not willfully damage that which they consider important and valuable.

For those Nebraskan educators who believe "it can't happen here," the author includes a short quote from a recent article in the Sunday Omaha World Herald (Magazine Section) according to Francisco (Paco) Gonzalez, a member of the Crisis Intervention Team of the Omaha School District's Community Relations Service:

"It's nationwide," Gonzalez tells his audience, "and it can happen here. The trend toward violence and vandalism is moving not only to the cities of the Midwest, but to the suburban schools and to rural areas."²¹

²¹pagel, Al, "Violence in the Schools, A Warning, A Plan," Magazine of the Midlands--Omaha World Herald, February 4, 1979, p. 7.

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APPENDIX A

905 Brenton Avenue
Bellevue, Nebraska 68005
January 31, 1979

Dear Administrator:

I am very much aware of the multitude of forms and questionnaires that you are requested and/or required to fill out during the school year, but I would hope that you would find time to read this letter and also take a few short minutes to complete the attached questionnaire.

I am in the process of completing my Educational Specialist degree at the University of Nebraska at Omaha. I have selected for my field project the topic, "Strategies to Reduce Vandalism in American Schools."

Research addressing the problem of vandalism in our schools indicates that no school is immune from acts of vandals. Some schools, especially in large urban areas, suffer hundreds of thousands of dollars in damage as a result of vandalism.

Almost every school in America has adopted some type of plan to deter or to at least to reduce to a minimum the impact of vandalism in their school system. A major portion of my field project will deal with the various strategies utilized in schools such as yours in dealing with vandalism.

In order to provide an overview of present strategies being used by your school, I would ask that you take a few minutes to read and answer the attached questionnaire, and then return it to me in the attached envelope.

Sincerely,

Gerald E. Ryan

Enclosures

APPENDIX B

Strategies to Reduce Vandalism

QUESTIONNAIRE

Administrators: Please answer the following as completely as possible.

1. Name and Location of your school: _____

2. Does Your school have a vandalism prevention program incorporated within the school curriculum?

Yes _____

No _____

Comment: _____
3. Does your school maintain permanent records on all cases involving vandalism in your school?

Yes _____

No _____

Comment: _____
4. Do custodians in your school work on a staggered work schedule?

Yes _____

No _____

Comment: _____
5. Does your school have an anti-loitering policy?

Yes _____

No _____

Comment: _____

6. Do you use any type of intrusion alarm system in your school buildings?
- Yes _____
- No _____
- Comment: _____
7. Do you have an outer (perimeter) fence around your school buildings?
- Yes _____
- No _____
- Comment: _____
8. Do you have a written key control policy for your school system?
- Yes _____
- No _____
- Comment: _____
9. Does your school have security personnel assigned either inside or outside of the school building?
- Yes _____
- No _____
- Comment: _____
10. Does your school seek restitution from convicted vandals?
- Yes _____
- No _____
- Comment: _____
11. Does your school maintain a reporting procedure or written guide for reporting fire, theft, and vandalism?
- Yes _____
- No _____
- Comment: _____

12. Does your school use outside lighting around school buildings during hours of darkness?

Yes _____

No _____

Comment: _____

13. Are acts of vandalism increasing or decreasing (in your opinion) during the 1978-79 school year?

Increasing _____

Decreasing _____

Unknown _____

Comment: _____

14. What items are most often damaged by vandals in your school?

1. _____

2. _____

3. _____

Comment: _____

15. Do you have a program designed to educate students and parents on the costs of vandalism?

Yes _____

No _____

Comment: _____

16. Do you feel that additional federal funding is necessary to assist in developing a strong anti-vandalism program?

Yes _____

No _____

Comment: _____

17. What do you feel is the most important single element in preventing vandalism in our schools?

Comment: _____

18. Would you be interested in the results of this survey?

Yes _____

No _____

Comment: _____

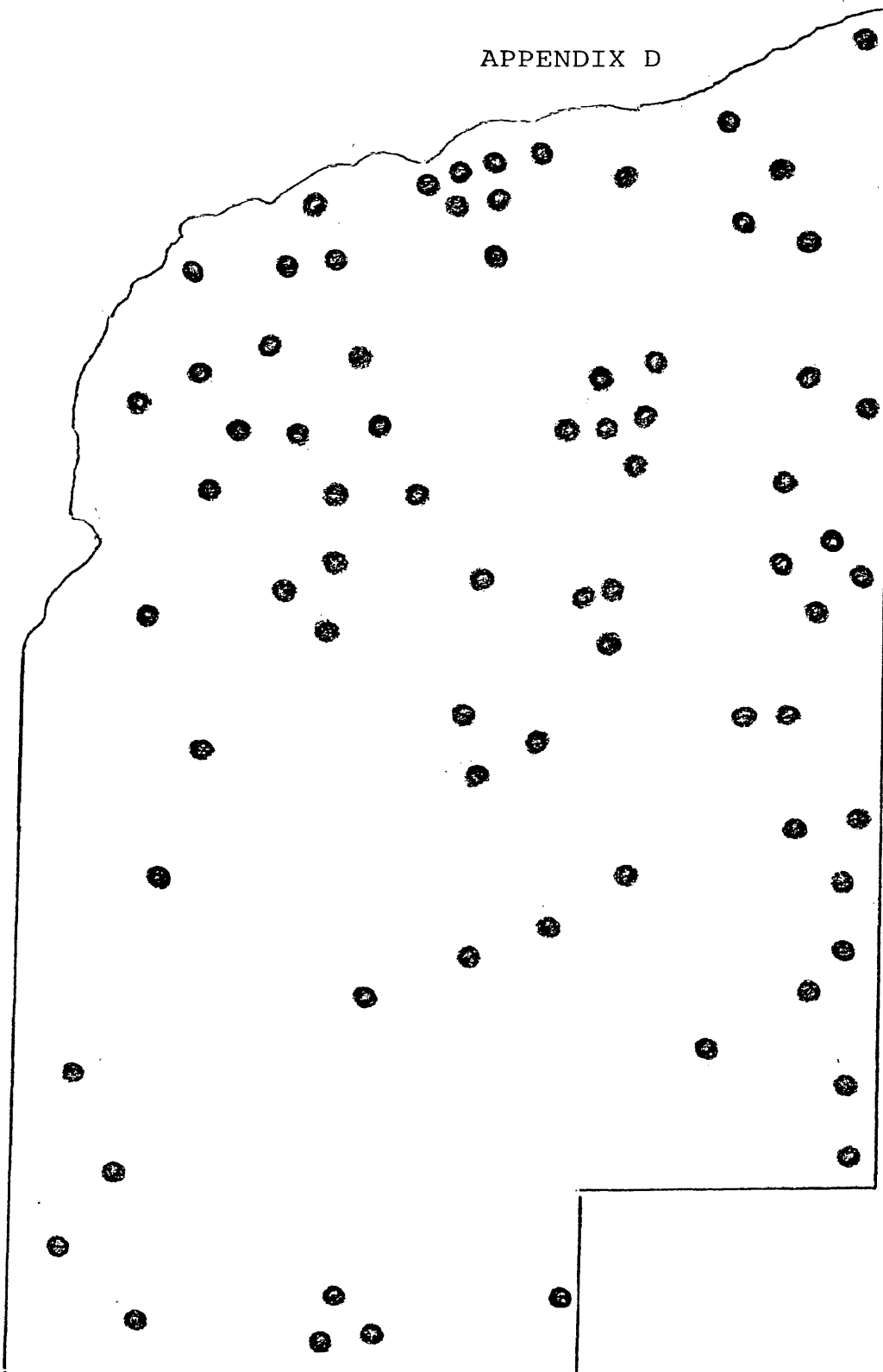
Thank you.

APPENDIX C

Schools Participating

- | | |
|-----------------------------------|--------------------------------|
| 1. Adams H.S. | 46. North Platte Sr. H.S. |
| 2. Allen H.S. | 47. Odell H.S. |
| 3. Anselmo-Merna H.S. | 48. Orleans H.S. |
| 4. Auburn High School | 49. Osmond H.S. |
| 5. Bartley H.S. | 50. Palmer H.S. |
| 6. Beatrice H.S. | 51. Pierce H.S. |
| 7. Benkelman H.S. | 52. Nebraska City, NE H.S. |
| 8. Bladen H.S. | 53. Plattsmouth H.S. |
| 9. Bradshaw H.S. | 54. Potter H.S. |
| 10. Cambridge H.S. | 55. Ravenna H.S. |
| 11. Centennial H.S. | 56. Republican Valley |
| 12. Chester-Hubbel H.S. | 57. Rushville H.S. |
| 13. Clearwater H.S. | 58. Scottsbluff H.S. |
| 14. Crete H.S. | 59. Shickley H.S. |
| 15. Dorchester H.S. | 60. Snyder Secondary School |
| 16. Elgin H.S. | 61. South H.S. (Omaha) |
| 17. Elm Creek H.S. | 62. Spalding Secondary School |
| 18. Fairmont H.S. | 63. St. Paul H.S. |
| 19. Fullerton H.S. | 64. Stratton H.S. |
| 20. Franklin Secondary School | 56. Superior H.S. |
| 21. Genoa H.S. | 66. Syracuse-Dunkan-Avoca H.S. |
| 22. George Norris H.S. | 67. Trumbull H.S. |
| 23. Gering H.S. | 68. Verdigre H.S. |
| 24. Gordon Jr. Sr. H.S. | 69. Walthill H.S. |
| 25. Grand Island H.S. | 70. West Point Jr. Sr. H.S. |
| 26. Gretna High School | 71. Wheatland High |
| 27. Hampton H.S. | 72. Waverly H.S. |
| 28. Hastings H.S. | 73. Wilcox H.S. |
| 29. Hebron J. Sr. H.S. | 74. Wisner-Pilger H.S. |
| 30. Hildreth H.S. | 75. Wynot Secondary |
| 31. Johnsen-Brock H.S. | |
| 32. Kenesaw H.S. | |
| 33. Laurel H.S. | |
| 34. Lincoln East H.S. | |
| 35. Loup County H.S. | |
| 36. Macy H.S. | |
| 37. Marquette Consolidated School | |
| 38. Melbeta H.S. | |
| 39. Milford Junior Senior H.S. | |
| 40. Milligan H.S. | |
| 41. Monroe H.S. | |
| 42. Naper Public Senior High | |
| 43. Nelson Senior H.S. | |
| 44. Newcastle H.S. | |
| 45. Norfolk Senior High | |

APPENDIX D



LOCATIONS OF SCHOOLS IN NEBRASKA RESPONDING TO VANDALISM QUESTIONNAIRE